DOCUMENT RESUME

ED 181 557 EA 012 351

AUTHOR Bebermeyer, J. P.
TITLE Bias Review Procedure. A Procedure for Detecting and Documenting Sex, Race and Other Biases in Educational Materials.
INSTITUTION Michigan State Dept. of Education, Lansing. Office of Career Education.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.
PUB DATE 79
CONTRACT 400-76-0093
NOTE 19p.: Charts may not reproduce clearly; For a related document, see EA 012 350

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Bias; Check Lists: Handicapped; *Instructional Materials: Racial Discrimination; Religious Discrimination: Sex Discrimination; *Social Discrimination: *Stereotypes
IDENTIFIERS Linking Agents: *Research and Development Utilization Program

ABSTRACT

This manual explains how to use a bias review checklist to detect bias in educational materials. Following an introduction, section 1 provides a general definition of a biasing element and gives three specific examples: slurs, stereotypes, and erroneous group representation. In section 2, a nine-step procedure for material review based on the use of a bias review checklist is outlined. The procedure is designed for use only by reviewers trained in its use. A sample copy of the checklist is included. The final section of the handbook provides information about the Career Education Dissemination Project, the project that developed the procedure. (Author/JM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED181557

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to: EA SP

In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

BIAS REVIEW PROCEDURE

A Procedure for Detecting and Documenting Sex, Race and Other Biases in Educational Materials

EA 012 351

Michigan Department of Education

STATE BOARD OF EDUCATION

Barbara Roberts Mason, *President* ..... Lansing
Norman Otto Stockmeyer, Sr., *Vice President* ..... Westland
Dr. Gumecindo Salas, *Secretary* ..... East Lansing
Barbara Dumouchelle, *Treasurer* ..... Grosse Ile
John Watanen, Jr., *NASBE Delegate* ..... Marquette
Silverenia Q. Kanoyton ..... Detroit
Annetta Miller ..... Huntington Woods
Dr. Edmund F. Vandette ..... Houghton

Ex-Officio Members

William G. Milliken
Governor

Dr. Eugene T. Paslov
Interim Superintendent of Public Instruction

BIAS REVIEW PROCEDURE

A Procedure for Detecting and Documenting Sex, Race and Other Biases in Educational Materials

J. P. Bebermeyer
Research, Evaluation, and Assessment Services

PROJECT CEDISS
Career Education Dissemination Project
In Research and Development Utilization

Office of Career Education
Michigan Department of Education
Lansing, Michigan
1979

The work upon which this publication is based was performed pursuant to Contract No. 400-76-0093 of the National Institute of Education. It does not, however, necessarily reflect the views of that agency.

Contents

		Page
FOREWORD		i
INTRODUCTION		ii
I	What Is a Biasing Element?	1
II	The Procedure	2
III	Project CEDISS — the Origin of the Procedure	6
FOOTNOTES		7

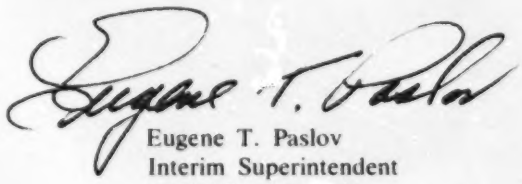
Foreword

For the past several years educators throughout Michigan have expressed concern about the quality of materials with regard to bias which they introduce into school curricula. Increasingly, the Department of Education has received requests for titles of unbiased materials and for methods local school officials can use to detect the presence of bias in materials they currently use or are considering adopting.

Beginning in 1977, under a Research and Development Utilization contract awarded to the Department by the National Institute of Education, members of the Office of Career Education, Research, Evaluation and Assessment Services, and the Kalamazoo Valley Intermediate School District began to respond to this demand. In order to provide local school districts with adequate information about career education curriculum products so that they could make informed decisions about their adoption, a procedure was developed and implemented to review products to detect the presence of negative bias with regard to sex, race, and other categories into which people may be grouped. This procedure has been refined through its application to over 150 products and through workshops provided by the Department's Office of School and Community Affairs, principally, the Sex Equity Office.

The material which follows is the result of this two year effort and reflects a sound approach to reviewing curriculum products in order to detect the presence of negative bias. The principal researcher responsible for planning and developing this procedure and the author of this document was James P. Bebermeyer of the Department's Research, Evaluation and Assessment Services.

By using this procedure, I believe school officials can facilitate their curriculum adoption process and improve the quality of their selections.



Eugene T. Paslov
Interim Superintendent
of Public Instruction

Introduction

Many educators are concerned about the presence of sex, race and other biases in educational materials and about helping students to acquire positive notions about groups against which bias and prejudice may be expressed. This booklet addresses an aspect of the first concern by providing a method for identifying and documenting occurrences of bias in materials intended for use with students.

Anyone planning to use this review procedure should keep in mind that it is but one part of a larger process. It is helpful to think of the identification and documentation of biasing flaws in materials as a step in a program change process which leads to a decision about the materials and their use. Given an agency, administrator or teacher whose purposes involve evaluation of student-oriented materials against a set of values, the process might consist of four steps:

1. **Selecting** and **acquiring** materials appropriate to the goals and objectives of the agency or individual.
2. **Reviewing** the materials for quality. Such a review might concern their effectiveness, as indicated by research findings, and freedom from bias as shown by a systematic review of the materials. A review for bias would include:
   (a) identification of instances of bias expressed in the materials; and
   (b) documentation of those instances.
3. **Deciding** about what to do with materials (whatever the indications of their effectiveness with students) which contain bias, which might include:
   (a) the application of criteria to the documentation, based upon the values and purposes of the agency or individual, to quantify the extent and nature of the bias; and
   (b) a decision to:
      (1) not use the materials;
      (2) redevelop the materials;
      (3) use the materials in ways which will counteract the bias; or
      (4) some other alternative.
4. **Implementing** the decision.

In thinking about the procedure and its place in a program change process, please keep in mind what it does not do. It does not deal with Step 1 (ways to select materials); Step 3 (ways to make decisions about their use); or Step 4 (ways to put them into use). It deals only with a part of Step 2, that part concerned with identifying and documenting instances of bias. This means the procedure will not somehow make decisions about the worth of materials. It does mean that the procedure provides a way one can develop information for use in making decisions.

Persons using the procedure, and those using the information it will provide, should also remember another of its features. The procedure, correctly used, is designed to assist reviewers to detect and document only those elements in materials which may have a ***negative*** or ***destructive*** influence on students by reinforcing or creating a prejudice or misconception. That means it would be inappropriate to use it to identify elements which one might presume would have a ***positive*** or ***instructive*** influence.

The procedure provides information which can assist decision-makers determine the ***badness*** of materials in terms of biases; however, persons wishing to identify materials likely to influence students to have positive regard for other groups of people should consult other procedures and sources.[1]

Details of the procedure appear in the remaining sections. Section I deals with definitions and examples of biasing elements. Section II describes the steps in the procedure. Section III presents some developmental assumptions and background.

I What is a Biasing Element?

A biasing element is any aspect of language content, verbal or non-verbal — ***considered within the larger context in which it appears*** —which might reasonably be assumed to create or reinforce in a student:

1. A prejudice against a group of people;
2. A gratuitous stereotype of a group of people; or
3. Values contrary to current notions of equality and equity among groups of people.

This procedure centers on an examination of materials for evidence of biasing elements. In order to make the procedure useful, types of bias and groups of people must be specified. Three types and seven subtypes of biasing elements are:

1. **Slurs.** These are words, statements, modifiers, or innuendos — in text or illustrations — which are derogatory of, insulting to, or disrespectful of a member of any group.

   Extreme examples include use of *boy* to mean adult black male and *honky* to mean a white person, *girls* to mean adult women, and expressions like *deaf and dumb* to signify a person with extreme hearing and speaking impairment. Less extreme examples might be the expression *only a farmer* (suggesting inferiority).
2. **Stereotypes.** These are biasing elements which fail to take note of a wide range of differences among individual members of a group or, conversely, which express the notion that **all or nearly all group members are the same in some way when they are not.** Five kinds of stereotyping, including an *Other* category are:
   a. **Occupational Roles.** Examples include: female secretaries; male bosses; minority-group maids and janitors; white technicians; Chinese laundryworkers; white, male doctors; male barbers; female nurses; *man-sized job; women's work; fireman* instead of *fire-fighter* and *mailman* instead of *mail carrier;* notions contrary to the fact that handicappers work in almost all job categories; etc.
   b. **Family/School Roles.** Examples include expressions stating or implying: fathers are the breadwinners; mothers are the homemakers; all families have a father, mother, brother and little sister; boys play football while girls skip rope; old maid school teachers; principals are male; handicapped persons are without families (children, parents, cousins, uncles, etc.); physically handicapped persons do not take part in fun and games at home or in school; etc.
   c. **Personality Traits.** Examples include notions that: fat men are jolly; blondes are dumb; Mexicans are lazy; Jews are stingy; women are flighty; men are steady; Orientals are studious; people with epilepsy are dangerous; little girls are sweet; little boys are ornery; mentally impaired persons are disruptive; etc.
   d. **Physical Characteristics/Appearance.** Examples include: men are strong; women are weak; Chinese are short; Jews have large noses; Blacks have thick lips; Blacks have the same skin color; Whites are blue-eyed; women wear dresses; blind persons are clumsy; farmers wear torn straw hats and chew on a stem of grass; fat people are unsuited for certain jobs when they are not; ugly persons should not have jobs where they meet the public; all handicappers are in wheelchairs or need help getting from one place to another; lepers are sinners; blind people make good musicians; etc.
   e. **Other Stereotypes.** Some expressions may connect two groups in ways which tend to stereotype both. Examples include: Asian Indians are Hindus; Southerners are Baptists; etc.

3. **Erroneous Group Representation.** This is a possible biasing element when two or more groups are implied or specified.
   a. **Under-representation** refers to the absence of a group when the context suggests it should be present, or to the group being present but treated as insignificant. Examples include omission of a racial group when depicting the people of a large city; a picture showing a welding class of all males and a home economics class of all females; omission of obviously handicapped persons from every day activities (e.g., work, play, entertainment, church and school); etc.
   b. **Segregation** refers to describing in words or illustration an artificial separation of one group from another. Examples include showing a classroom with equal numbers of black and white, intermingled male and female students but with blacks at one side of the group and whites at the other; or a group with the races intermingled but the males and females on opposite sides (however, it would be natural to separate men and women in a choir because of the need to have voices grouped by range); handicappers in a group of specific seats; signs or arrows, or both, directing handicappers around specific barriers such as steps, doorways, restrooms, (i.e., all physical facilities should be shown as accessible to them); etc.

The designation of a group of people about which bias may be expressed follows the usual practice of making categories by:

1. Sex;
2. Race;
3. Ethnic identification;
4. Religion; and
5. Physical, mental, or emotional handicap.

Since people also categorize themselves and others in various other ways, the procedure also includes a sixth group labeled *Other*. *Other* could include age or socio-economic groups, for example.

II The Procedure

The procedure includes a series of steps that, when followed by trained reviewers, will result in documentation of bias, if any, in educational material. Documentation of a review consists of a checklist on which a reviewer has recorded:

1. The type of biasing elements identified in the materials;
2. The group(s) against which bias is expressed;
3. A judgment in each incident of bias of its intensity (*Severe* or *Slight*);
4. Specific references to the location and description of the expression of bias; and
5. A summary of the incidents of bias for local school people and other decision-makers to consider in deciding whether or how to use the materials reviewed.

The procedure is designed for use **only** by reviewers who have received training in its use. The training should consist of cycles in which trainees review materials and trainers critique the reviews until the reviewers demonstrate acceptable levels of proficiency. Training requires only a few hours to make certain that reviewers understand and can apply (1) the definitions of biasing elements and of groups against which bias may be expressed and (2) the mechanics of the checklist.

Given adequate training, some unit of material for analysis and the checklist, reviewers should follow these instructions:

1. Begin to read or view the materials.
2. If you find something you think is a biasing element, use the definitions to identify its type (e.g., *slur, personality trait stereotype*) on the checklist.

CEDISS BIAS REVIEW CHECKLIST

Product _____ Reviewed By _____

Developer _____ Date _____

Part I Review

TYPE OF GROUP	BIASING ELEMENT							
	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic. Charact./ Appear.	e. Other	a. Under-representation	b. Segregation
A. MALE/FEMALE	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
B. RACIAL	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
C. ETHNIC	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
D. RELIGIOUS	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
E. HANDICAPPED	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
F. OTHER	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None

Part III Summary of Review:

Part II Specific Comments:*

*provide row/column. Use back of sheet if needed

3. Identify the type of group against which the bias is expressed (e.g., females, a race, a religious group) on the checklist.
4. In the box on the checklist where the column (type of element) and the row (group type) intersect put a mark beside *Slight* or *Severe* to record your judgment of the seriousness of the expression of bias.
5. In the far right portion of the checklist in the space marked *Specific Comments,* note the letter designation of the row and the number/letter designation of the column (e.g., a racial group, Row B, about which an occupational role stereotype is expressed, Column 2.a, would be noted as B/2.a); write the page number (slide number or place on a film) where the biasing element occurs. Follow with comments which indicate the actual group (e.g., females, Hispanic Americans) and the specific bias (e.g., lazy, weak).
6. Continue reviewing and documenting the biasing elements found, as outlined in steps 2-5. If you find a biasing element against a group type more than once, keep score of the number of such occurrences in the box where the row and column intersect by marking as instructed in step 4. Be sure to record each instance of bias under Specific Comments.
7. As you continue reading or viewing the material, periodically review the checklist to keep the biasing elements fresh in your mind.
8. When you have finished reading or viewing the materials, look at each box on the checklist which has no entry. For each box without an entry, think back over the material while considering the types of biasing elements to assure yourself that none occurred. If you feel so assured, circle *None*. If you are not, search for the location of the biasing element and record it.

> NOTE: This step is especially important when considering Biasing Element No. 3, Erroneous Group Representation, because you should consider ***under-representation*** and ***segregation*** within the context of the **WHOLE** workbook or **ENTIRE** set of materials, as well as in individual occurrences as in a picture.

9. Write a summary of the kinds of biases expressed in the material under *Summary of Review*. In so doing, use the *specific comments* made during the review, including reference to the frequencies with which biasing elements occurred and their level of intensity (*slight* or *severe*).

CEDISS BIAS REVIEW CHECKLIST

Product Health Care Workers and the Families They Serve (Student manual, teacher's guide, films, tapes) **Reviewed By** J.P.B.

Developer ZED, Inc., 21 Dollar Drive, N.E., Sandspit Lee, New Jersey **Date** 2/29/78

Part I Review

TYPE OF GROUP	BIASING ELEMENT: 1. SLUR	2. STEREOTYPES: a. Occupational Role	2. STEREOTYPES: b. Family School Role	2. STEREOTYPES: c. Personality Traits	2. STEREOTYPES: d. Physic. Charact./ Appear.	2. STEREOTYPES: e. Other	3. ERRON. GROUP REP.: a. Underrepresentation	3. ERRON. GROUP REP.: b. Segregation
A. MALE/FEMALE	Slight / Severe / (None)	Slight / Severe (11) / None	Slight / Severe (1) / None	Slight / Severe / (None)	Slight / Severe / (None)	Slight / Severe (1) / None	Slight / Severe / (None)	Slight / Severe / (None)
B. RACIAL	Slight / Severe / (None)	Slight / Severe / (None)	Slight / Severe / (None)	Slight / Severe / (None)	Slight / Severe / (None)	Slight / Severe / (None)	Slight / Severe (1) / None	Slight / Severe / (None)
C. ETHNIC	Slight / Severe / (None)	Slight / Severe / (None)	Slight / Severe / (None)	Slight / Severe / (None)	Slight / Severe / (None)	Slight / Severe / (None)	Slight / Severe / (None)	Slight / Severe / (None)
D. RELIGIOUS	Slight / Severe / (None)	Slight / Severe / (None)	Slight / Severe / (None)	Slight / Severe / (None)	Slight / Severe / (None)	Slight / Severe / (None)	Slight / Severe / (None)	Slight / Severe / (None)
E. HANDICAPPED	Slight / Severe (1) / None	Slight / Severe (1) / None	Slight / Severe / (None)	Slight / Severe / (None)	Slight / Severe / (None)	Slight / Severe / (None)	Slight (1) / Severe / None	Slight / Severe / (None)
F. OTHER	Slight / Severe / (None)	Slight / Severe / (None)	Slight / Severe / (None)	Slight / Severe / (None)	Slight / Severe / (None)	Slight / Severe / (None)	Slight / Severe / (None)	Slight / Severe / (None)

Part III Summary of Review:

The student manual throughout depicted traditional families and assigned the sexes to traditional family and work roles. In a tape contrasting good/bad counseling, only females voice the "bad." In general: (1) Only Caucasians are seen or heard; (2) handicapped persons are ignored occupationally, shown only as health care recipients, and, once, a handicapped person was termed a "cripple." Overall, the incidence of bias is moderate to severe.

Part II Specific Comments:*

A/2b. All families with father, mother, boy and girl (all written material). Girls helped mother with cooking and dishes, etc.; boys helped father with plumbing, etc.

A/2a. Men shown as heavy laborers or executives; women only as secretaries. Pp. 24, 28, 35, 152 in manual.

A/2a. Throughout manual, pictures show male doctors/female nurses.

E/3a. No handicappers shown or discussed in manual.

A/2a. Only male voices for doctors and female voices for nurses, secretaries, and aids in films/tapes.

A/2e. In film/tape Case Studies 2 and 9, a male voice demonstrates "good" counseling; a female voice the "bad."

E/1. In Case Study 23, a handicapper is referred to as a "cripple."

B/3a. In all materials, only Caucasians are seen or heard.

E/2a. Handicappers depicted only as health care recipients in all materials.

*provide row/column. Use back of sheet if needed

III Project CEDISS[2] — The Origin of The Procedure

Under the CEDISS design, Project staff select and maintain a pool of educational research and development products (program change process Step 1 in the Introduction) for local schools to consider using (Steps 3 and 4) to improve direct services to students in the areas of instruction, guidance and counseling, and placement. The products include materials — written, pictured, or spoken — which students will use, or instructions for the development by local educators of such materials. They may consist of written texts, handbooks, workbooks, pictures, films, filmstrips, audiotapes, or any other form of communication directed to students. The products may also be manuals or handbooks for the production of materials for use by students.

Local schools make the final decision about materials, based in part upon an analysis of the materials, which is the responsibility of Project staff. One phase of the analysis is review of materials for bias (Step 2).

In the first attempt to design the analysis, Project staff and its contractor found they were entering almost uncharted territory. Educators and some government agencies have been generally concerned about the consequences of prejudices against and gratuitous stereotypes of groups of people for several years. But only recently has this concern been expressed in attempts to develop systematic ways to detect the presence of biasing expressions in educational materials and to describe them by type and extent.

Because such attempts are so recent, some of the few procedures and instruments available to aid in the review of educational materials appeared to be incomplete in the types of bias and groups of people addressed; others were more comprehensive but impractically complex. Consequently, for Project CEDISS purposes, a simple method had to be developed which would meet the needs of local schools for information about possible bias in educational products and which would meet the Project's constraints of time and funds.

In addition to being simple, the procedure had also to provide for disciplining the subjectivity and varying perceptions of reviewers if it were to yield consistent, uniform, and comprehensive results. It also had to provide specific documentation of the type and nature of any bias present so that local schools might consider rejecting use of a product because of bias or mending its flaws before using it.

Eric M. Gordon, his assistants, and the author, James P. Bebermeyer, developed an initial version of the procedure, using some ideas gleaned from published materials and consultation with Jo Jacobs, Coordinator of the Michigan Department of Education's Office for Sex Equity in Education.[3] After the initial procedure was tested in actual product review, the author reconceptualized the definitions and redesigned the procedure and checklist into its present form. It proved to be satisfactory upon retesting and has been used by Dr. Gordon and his staff in the review of 150 products.

Footnotes

[1] For example, *Guidelines for Creating Positive Sexual and Racial Images in Educational Materials*, New York: MacMillan Publishing Co., Inc., 1975; *Guidelines for Eliminating and Preventing Sex Discrimination*. Lansing, Michigan: Michigan Department of Education, 1976.

[2] Project CEDISS is a project conducted by the Michigan Department of Education under a $1.1 million contract with the National Institute of Education for the dissemination to local schools of products of research and development in Career Education. It is one of seven Research and Development Utilization projects funded nationally by the NIE in 1976. It is managed by David W. Lowman. Carol Wolenberg serves as a curriculum and training specialist.

[3] Ideas for the procedure came from a number of sources, including *Guidelines for Creating Positive Sexual and Racial Images in Educational Materials*, published by MacMillan Publishing Company, 1975; The Michigan Department of Education booklet, *Guidelines for Eliminating or Preventing Sex Discrimination*, 1976; a collection of materials headed, *Reviewing Curriculum Materials for Sexism Workshop*, compiled by Jo Jacobs, and a draft of an instrument, also provided by Ms. Jacobs, for use in detecting sexual stereotyping in curriculum materials.

Dr. Gordon is a research consultant under contract with the Kalamazoo Valley Intermediate School District which was under contract to the Department of Education to provide technical services to Project CEDISS.

The author is an education research consultant in the Department s Research, Evaluation and Assessment Services and was a major collaborator in the proposal to the National Institute of Education which resulted in the contract. He was responsible for the design and monitoring of a component of CEDISS for the selection of products, their review for bias, for evaluation findings, their abstracting, and the production of fact sheets for distribution to local schools.

CEDISS BIAS REVIEW CHECKLIST

Product _____ Reviewed By _____

Developer _____ Date _____

Part I Review

TYPE OF GROUP	BIASING ELEMENT							
	1. SLUR	2. STEREOTYPES					3. ERRON. GROUP REP.	
		a. Occupational Role	b. Family School Role	c. Personality Traits	d. Physic Charact./ Appear	e. Other	a. Under-representation	b. Segregation
A. MALE/FEMALE	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
B. RACIAL	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
C. ETHNIC	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
D. RELIGIOUS	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
E. HANDICAPPED	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None
F. OTHER	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None	Slight Severe None

Part II Specific Comments:*

Part III Summary of Review:

*provide row/column. Use back of sheet if needed

MICHIGAN STATE BOARD OF EDUCATION

STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education hereby agrees that it will comply with Federal laws prohibiting discrimination and with all requirements imposed by or pursuant to regulations of the U.S. Department of Health, Education and Welfare. Therefore, it shall be the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, or marital status shall be discriminated against, excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any federally funded program or activity for which the Michigan State Board of Education is responsible or for which it receives federal financial assistance from the Department of Health, Education and Welfare. This policy of non-discrimination shall also apply to otherwise qualified handicapped individuals.